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SHARING EDUCATIONAL SERVICES.
CATSKILL AREA PROJECT IN SMALL SCHOOL DESIGN

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SHARED SERVICES, A COOPERATIVE SCHOOL RESOURCE PROGRAM, IS DEFINED IN DETAIL. INCLUDED IS A DISCUSSION OF THEIR NEED, ADVANTAGES, GROWTH, DESIGN, AND OPERATION. SPECIFIC PROCEDURES FOR OBTAINING STATE AID IN SHARED SERVICES, EFFECTS OF SHARED SERVICES ON THE SCHOOL, AND HINTS CONCERNING SHARED SERVICES ARE DESCRIBED. CHARACTERISTICS OF THE SMALL SCHOOL ARE ALSO INCLUDED. THIS DOCUMENT IS ALSO AVAILABLE FROM THE CATSKILL AREA PROJECT IN SMALL SCHOOL DESIGN, STATE UNIVERSITY COLLEGE OF EDUCATION, ONEONTA, NEW YORK, FOR $0.50. (FS)

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SHARING EDUCATIONAL SERVICES

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CATSKILL AREA PROJECT IN SMALL SCHOOL DESIGN

EC 000 251

The Catskill Area Project in Small School Design (CAPSSD), established in 1957 and financed by grants from the Fund for the Advancement of Education, is searching for theory and techniques that will improve the variety and quality of education in rural schools. The centralized (consolidated) schools participating in this search vary in enrollment, kindergarten through high school, from about 250 to 1,100 pupils and present unique problems of organization, operation, and programming. The administrator of the local, autonomous central school district is called a supervising principal. The district superintendent is responsible for the work of the supervisory district, which includes a group of local districts, and is executive officer of the Board of Cooperative Services.

This brochure presents an over-all description of Shared Services programs as they operate within the administrative structure of the State Education Department and supervisory districts in one area of New York State. The work of a Study Group on Shared Services (page 19) provided the information on which most of this report is based. During the same period John E. Leverett was a member of this Study Group while making a study entitled *Guidelines for the Development of Shared Services* in the area for his doctoral project at Teachers College, Columbia University.

The program of the Catskill Area Project in Small School Design has been conceived and developed through the cooperative efforts of administrators and teachers in 27 schools in New York's upper Catskill Mountain region. It is staffed by a team of specialists in rural education drawn from the State University College of Education at Oneonta, New York, and other institutions. CAPSSD is, however, autonomous and is governed by the administrators from the participating schools with an executive committee. Its headquarters are 215 Home Economics Building, State University College of Education, Oneonta, New York.

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TABLE OF CONTENTS

What Shared Services Are 2

Shared Services Programs Are Growing 4

Map of Shared Services Operations in Schools Participating in the Catskill Area Project In Small School Design 6

Setting Up A Shared Services Program 7

Example of a Shared Services Cost 8

Services Applications Approved for 1959-60 Boards of Cooperative Educational Services, Bureau of Rural Administrative Services, The State Education Department, The University of The State of New York 10

What Shared Services Can Do for Your School 12

Helps and Hints Concerning Shared Services 14

Characteristics of the Small School 16

Catskill Area Project In Small School Design

Project Participants by Study Groups 19
Cooperating School Districts 20
Supervisory Districts 20
Executive Committee 21
Staff 21
Cooperating Agencies 21

People engaged in Shared Services programs travel regularly among the schools they serve.

Class schedules of circuit teachers are cooperatively planned by administrators of the participating schools.

Schools share a driver-training instructor's highly-specialized services and equipment.

WHAT SHARED SERVICES ARE

The French teacher's car crunched across the hard-packed snow on the school parking area and stopped. Out she stepped, two tape recordings under one arm and a folder of dittoed worksheets for her pupils under the other. Bright and brisk, she had just driven some 12 miles from another school in another school district where she teaches two French classes each morning. Indoors and upstairs she hurried to meet her afternoon classes in French in this school in this other school district. Total number of pupils who want to study French in either school is small — too small for either school to hire a full-time French teacher. But the total number of pupils in both schools who want to study French is large enough to justify the two schools in hiring the same French teacher and dividing her time and costs between them. She is an example of a Shared Service, a rapidly-growing program among schools that are using cooperative arrangements to get teachers and other kinds of specialists whose services they want their pupils to have.

The pupils went all out for instrumental music — so much so that the school's one music teacher needed help. He and his principal figured that "half" of a music teacher would do. So they teamed up with a nearby school district that also wanted a half-time music teacher. Working through their district superintendent and Board of Cooperative Educational Services both schools found the man they needed at a price they could pay; so they

settled on schedules for division of time. The result — an instrumental music program that meets the needs of pupils in both schools at costs both schools can meet. This "shared" music teacher travels about 85 miles each week to the schools he serves, teaching two full days in one and three full days in the other every week.

Driver-training programs in schools pay off, if lowered rates for car insurance where teen-age drivers so trained are an index of gains made. But people trained to give courses in driver-training, the cars and other equipment they use in such courses cost money. A way to get instructors and equipment is by sharing both among schools. The schools that share the services of this instructor and equipment are five miles apart. Fifty pupils last year completed the driver-training programs under his direction in the two schools.

The guidance counselor checked his appointments list and asked the principal's secretary to have the pupils named meet him in the guidance office. There the counselor worked all morning, sometimes with small groups, sometimes with one pupil — these are youngsters who may have emotional problems, personal adjustments to make that are difficult, college entrance requirements for which special arrangements must be made in the school program. In the afternoon the counselor conferred with teachers and school administrators concerning these girls and boys. So goes the guidance counselor's one day every week in each of the three schools that employ him on a Shared Services arrangement.

Eleven Agriculture pupils aboard a school bus are on their way to another school in another district where there is a fully-equipped Agriculture shop. There they study under a fully qualified "Ag" teacher. These 11 pupils are exchanging places for a part of the day with a group of pupils headed in the opposite direction where they will study Vocational Arts in the school that has a Vocational Arts shop and teacher.

By this kind of Shared Services — where pupils, instead of teachers or other specialists, do the traveling — pupils in both schools may have courses in Agriculture and Industrial Arts instead of being limited to the one course the home school's own resources and staff could provide. These pupils are "exchanged" according to carefully planned schedules that dove-tail into the program of both schools. They travel in light buses. The result — better balance in school courses offerings at lowered costs to the participating schools.

Some schools make more efficient use of available facilities by exchanging classes.

As the number of classes in a special field increases, a school uses a circuit teacher until it needs another full-time specialist.
Guidance counselors make their weekly rounds effectively in the two or three relatively small schools each serves.

SHARED SERVICES PROGRAMS ARE GROWING

Why The Need? Great economic and social changes, including those affecting agriculture and industry, have combined to create need for change in the variety and nature of education. Today schools large and small must provide more than the three "R's," more than the traditional college entrance program. And specialists are needed to help do this job right. Compare modern schools and modern medical practice. The local practitioner provides essential services; but he calls upon specialists to meet needs and services he cannot provide.

Teachers in small schools are like local practitioners; like them, they know when they should call in specialists. Modern schools need dental hygienists, medical staffs, psychologists, guidance counselors, art teachers, music teachers, curriculum directors, people trained in the use of audio-visual equipment and materials, teachers trained to help retarded children, teachers trained to help other teachers improve pupils' reading abilities . . . Large schools have such people and services constantly at hand. Such services are just as necessary in small schools — don't girls and boys in small schools have the same variety of potentials, interests, and goals as girls and boys in large schools?

By means of Shared Services programs that groups of schools can work out among themselves, pupils in small schools *can* have the same wide variety of educational opportunities and services that girls and boys everywhere need in our increasingly complex society. So just because the schools are small you don't need to short-change the boys and girls in small communities.

A program of Shared Services is a long step toward this goal. If a group of local school districts in a county or supervisory district team up, they can effectively provide for themselves specialized services: (1) that are not needed daily; (2) for which there is too little demand to require full-time specialists; (3) that would cost too much for any one school to carry for the number of pupils so served.

The Evolution of Shared Services. There is nothing new about "circuit teachers"; they are about as old as circuit preachers. Years ago in New York State, for example, some schools hired qualified teachers for part-time teaching who often made like arrangements with other nearby schools. But the teachers had to shop to find vacancies. The next step came when somewhat larger schools hired specialists on full-time but with the understanding that their services would be parceled out among nearby schools—so it went with dental hygienists, art and music teachers. Costs of the services they gave where shared proportionately, as was State Aid.

The district superintendent is the executive officer of the Board of Cooperative Educational Services.

Coordinating Shared Services programs takes a considerable part of a district superintendent's time.

As supervisory districts were formed, beginning in 1911, with district superintendents to coordinate activities of local school districts and the State Education Department, need for cooperative provision for Shared Services became pronounced. A law permitting establishment of County Vocational and Extension Boards was passed in 1926 and opened the door for Shared Services. In 1948 Boards of Cooperative Educational Services were authorized. These replaced the old County Boards and spread rapidly throughout the State.

Supervising principals of local school districts in their supervisory area and the district superintendent meet as a "cabinet" to consider educational needs. The principals take up "cabinet" and other proposals with their own local district boards. These participate in planning for the entire supervisory area and make decisions for their local districts. Thus local autonomy is effective. Annually local district boards assemble to discuss policy and to elect members to a Board of Cooperative Educational Services that functions for the entire supervisory district. Such members must be legal voters of a component school district.

There are now some 60 such Coop Boards in New York State constantly on the job seeking ways and means to improve educational opportunity and related services in schools large and small. This growth has accompanied centralization of local school districts and enlargement of supervisory districts since 1948 in New York State.

How Coop Boards Operate. The prime function of a Coop Board and its executive officer, who is the district superintendent, is to assist local school districts in improving school programs by working out arrangements that will facilitate meeting local district needs. These, of course, can be determined best by the local school whose teachers and administrators know their pupils individually and have daily face-to-face contact with them.

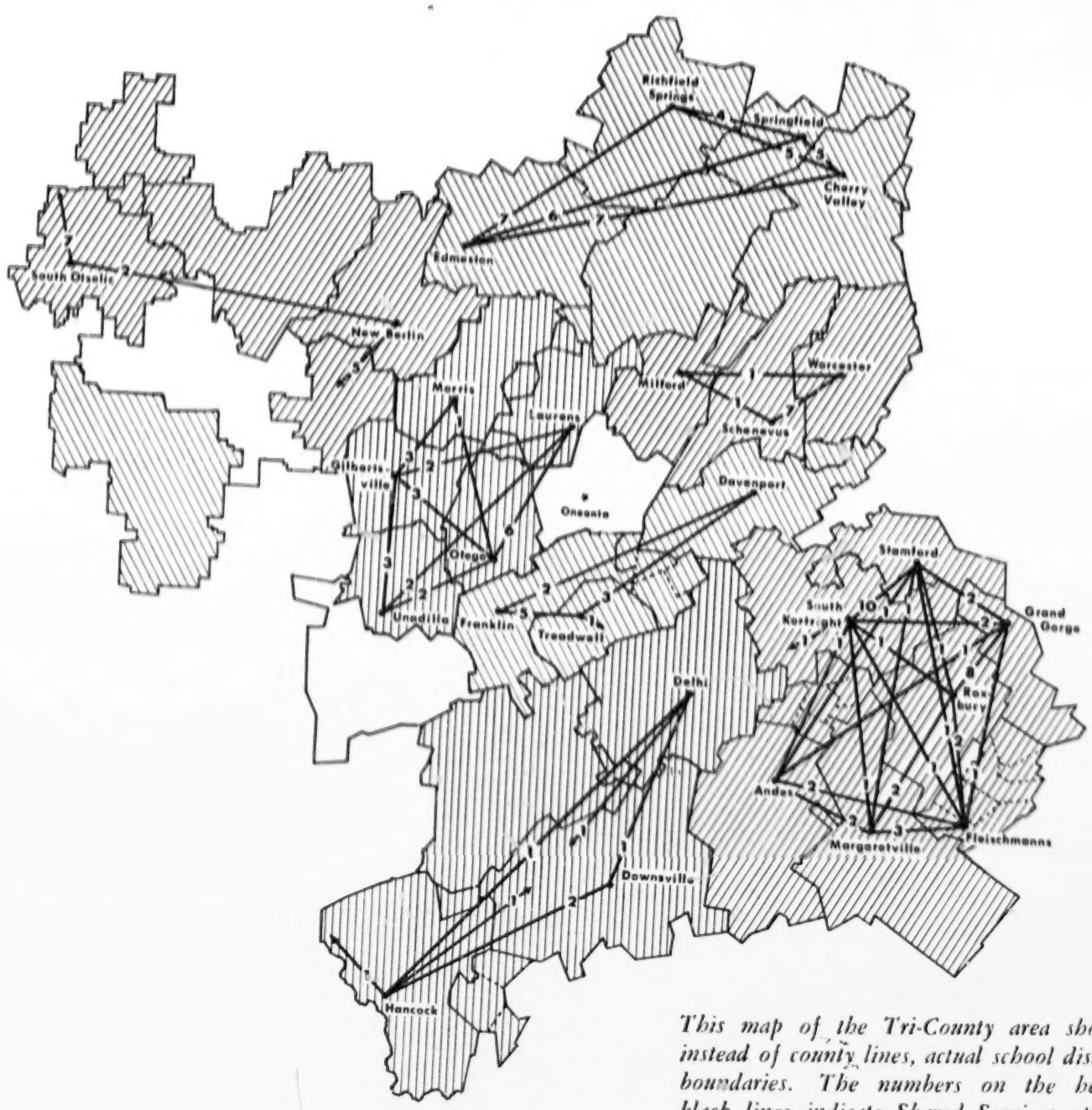
So a request for a service originates with the board of the local school district which agrees to finance the service for the first year. The Board of Cooperative Services in the area approves the program and recommends to the State Education Department that the service in question is within the competence of the Coop Board to provide. In short, establishing and maintaining a Shared Service requires the joint action of local boards of education, the Coop Board in the supervisory district, and the State Education Department — and the program profits from the stimulation and professional knowledge of all three.

The Coop Board is responsible for employing the staff and carrying out the program of services that have been agreed upon and authorized by local districts and the State Education Department. The Coop Board and its executive officer, the district superintendent, is the agency that assists local school districts and the State Education Department in finding and meeting more effectively the needs of children in schools of the communities where these girls and boys live.

Clearly the District Superintendency and Board of Cooperative Educational Services should be alert to emerging socio-economic patterns. Moreover, both must be supported by an understanding of educational needs and objectives firmly and mutually subscribed to by the community of local school districts and the State Department of Education. For an effective program of Shared Services, teamwork in approach, attitude, and participation by State Education Department, Coop Board, and local school boards of education is essential.

The district superintendent travels many a mile supervising Coop Board operations.

Coop Board members, district superintendent, and school principals meet often to plan Shared Services programs.



This map of the Tri-County area shows, instead of county lines, actual school district boundaries. The numbers on the heavy black lines indicate Shared Services operations among labeled schools participating in the CAPSSD.

Shared Services Among Local School Districts Participating in the *Catskill Area Project In Small School Design* According to Frequency of Use

Service Provided by the Coop Board of District Superintendency	Number of Local School Districts Using Service
Dental hygiene	24
Psychological	22
Guidance	18
Art	15
Elementary Supervision	14
Music	11
Driver Education	9
Industrial Arts	9
Agriculture	8
Physical Education	8
Nurse	7
Handicapped Pupils	5
Audiometer Technician	4
Speech Correction	4
Foreign Languages	2
Visual Aids	2

SETTING UP A SHARED SERVICES PROGRAM

Services provided by Coop Boards fall into two broad groups: (1) services needed regularly by relatively few pupils in local school districts; (2) services required only at wide intervals. In small schools, for example, there may be few pupils in art and music classes. They can be served effectively by circuit teachers. Large enrollments in such classes, of course, would require the services of full-time teachers. Special needs of talented pupils as well as of handicapped boys and girls can likewise be met by circuit teachers through cooperative means. The narrowly specialized services of a dental hygienist, however, are needed at relatively wide intervals; and these services can be provided to about the same number of pupils by the same dental hygienist whether the pupils are in one or several schools. As for the services a circuit psychiatric staff might provide, it is clear that a supervisory district must enroll large numbers of pupils before such a specialized service could be justified. Similarly, a guidance specialist is not likely to find sufficient demand for his services in a small school. He can serve pupils and faculty in two or three small schools as effectively as if all were in one building.

Plan Cooperatively with Other Schools. A single school can hire no more than a few part-time specialists. So costs are high, variety of services small. Through teamwork with other schools, a well-staffed, relatively low cost program of Shared Services can be developed, out of the combined efforts and planning of leaders in supervisory districts, county associations of school administrators, and often regional school study councils that may be based at nearby colleges. However launched, the people most responsible for seeing the program through are administrators of local schools who work together to find answers for continuing educational needs.

Demand for dental hygienists ranks high in Shared Services programs.

Keeping the Shared Services program moving smoothly is just one of a district superintendent's responsibilities.

Look at The Total Picture. What do you want the school in your community to do for the boys and girls who live there? Consider what each level of educational operation — local, intermediate, and State — can provide because each is able to do certain things better. It is at the local level, of course, where the decisions are made concerning a given service and how it is to be provided. The yardstick here is: What ones are most needed by the pupils and are also sound in dollars and cents terms? Maybe your community can provide the services and costs on its own. If so, employ qualified full-time persons. If not, that's where your supervisory district (county, in some states) comes into the picture — what can it fit together to meet the varying needs and schedules of several nearby schools, including your own, to provide the services you want? And schools may exchange pupils on schedule, not only teachers and other specialists, because some schools have shops, laboratories or other facilities another school lacks. It's the old adage again, "A fair exchange . . ."

Example of a Shared Services Cost

The music teacher serves District A 20% of his time.
State Aid share $ 916.15
Local district's share 238.99
Total Cost $1,155.14
The music teacher serves District B 20% of his time.
State Aid share 815.40
Local district's share 339.74
Total Cost $1,155.14
$2,613.27
852.15
$3,465.42
EDMESTON CEN

School Districts A, B, and C under Coop Board arrangements share the services of the same music teacher whose total cost for salaries, retirement, social security, travel, and supplies is $5,775.70 is divided as shown on the chart. This music teacher serves School District A twenty percent of his time, School District B twenty per cent of his time, and School District C sixty per cent of his time.

By means of telephone and car district superintendents keep Coop Board Shared Services programs operating.

Working Out The Exchange Combinations. This is the job of the supervisory district's Board of Cooperative Educational Services. For example, the tri-county area where the 27 schools participating in the Catskill Area Project In Small School Design, are located, there are seven Coop Boards made up of laymen selected by local boards of education. Helped by the professional advice of school principals and district superintendents, these Coop Boards set Shared Services policies for the local school districts they represent — prime examples of representative democracy at the local level functioning to conserve our greatest resource. And no picnic is their job of figuring out an educational program of Shared Services that enables pupils within a radius of some 25 or more miles to benefit from it.

Enlisting State Support. Coop Boards have to determine what Shared Services are most urgently needed in the schools they serve. And Coop Board members must do this in a way that satisfies local school district boards of education, administrators, teachers, pupils, parents, and the general public. Next step is to prove to State Education Department officials that the proposed programs are sound, so that State Aid will be forthcoming. Over the years State Education Department officials have developed a gauge for measuring Shared Services proposals in such terms as these:

- The proposed service must actually be shared, not limited to a single local school district on part-time
- A service to be shared is not to replace one a participating school has been providing on its own
- A shared service usually will not be approved for a school where there are sufficient numbers to warrant full-time service
- Services may be performed only by persons who meet the professional standards of training normally required by certification agencies in New York State
- State requirements as to numbers of pupils to be so served must be met in order to justify State Aid
- No one person whose services are shared may devote more than two-thirds of his time to a single school district especially for such teaching services as art, music, and physical education
- Shared services programs should encourage neighboring school districts to cooperatively further consolidation of local school districts where such consolidation is desirable
- Any program of Shared Services is approved for one year only because local conditions change so rapidly that State Aid apportionments for such services must be re-examined annually

It's up to district superintendents, supervising principals, and Coop Board members, therefore, to:

- Identify urgent pupil-needs that are not being met
- Provide funds to experiment with and to evaluate Shared Services to meet such needs
- Seek State Aid to expand these Shared Services

State Aid Pays a Large Part of The Cost. Shared Services costs come out of local school district funds and State Aid. Local districts foot the whole bill the first year. Thereafter State Aid funds are turned over to Coop Boards and by them are paid out to local school districts whose approved Shared Services programs have been in operation for a year. Says the law in part:

State Aid is paid to the Cooperative Board on the services for each district an amount which is the proportion of such cost that three mills bears to the tax rate of the local school district computed on the actual valuation of the taxable property expressed in mills to the nearest tenth . . . That part of salaries in excess of $6,000 is not eligible for State Aid and allowance for administration and clerical expenses will not earn State Aid beyond 10 per cent of the total expenses.

SHARED SERVICES PROVIDED IN NEW YORK STATE

Annually Boards of Cooperative Educational Services present their Shared Services program proposals to the State Education Department for approval. Shared Services needs in schools change rapidly, so annual review and recommendation are "musts." This table is reproduced from one prepared by the New York State Education Department. Each figure in the columns indicating the services provided represents the number of persons or portions of a person's time assigned for the school year.

THE UN
The State Education
SERVICES APPLICATIONS APP

BOARD	Adult Education Coordinator	Agriculture	Art	Attendance	Audiometer Technician	Bus Driver Training	Business Education	Cafeteria Manager	College Conference	Consultant Services	Curriculum Coordinator	Dental Hygiene
Albany 1-2	....	....	....	....	....	....	....	....	....	....	....	....
Allegany 1	....	1.0	2.6	....	....	....	....	....	....	....	....	2.0
Allegany 2	....	1.5	1.0	....	....	....	....	....	....	....	....	1.9
Broome 1-2-3	....	....	2.5	....	....	....	....	....	....	....	....	....
Cattaraugus 1-2-3	....	.5	2.0	....	....	....	....	....	....	....	....	5.0
Cayuga	....	1.0	3.0	1.0	.2	....	....	....	....	....	....	.9
Chautauqua 1-2-3	....	....	3.0	....	....	....	....	1.0	....	....	....	5.0
Chemung	....	....	1.0	....	1.0	....	....	....	....	....	....	2.5
Chenango 1	....	....	1.0	....	....	....	....	....	....	....	....	2.0
Chenango 2	....	....	3.0	....	....	....	....	....	....	....	....	1.5
Clinton 1	....	....	2.0	....	....	....	....	....	....	....	....	....
Clinton 2	....	2.0	3.0	....	....	....	....	2.0	....	....	....	2.0
Columbia 1	.5	.9	.7	....	....	....	....	....	....	....	....	.7
Columbia 2	....	.1	1.5	.4	....	....	....	....	....	....	....	1.0
Cortland	....	....	....	....	....	....	....	....	....	2.0	....	2.0
Delaware 1	....	1.0	1.0	....	....	....	....	....	....	....	....	1.0
Delaware 2	....	....	.5	....	....	....	....	....	....	....	....	1.0
Delaware 3	1.0	2.0	2.0	....	....	....	....	....	....	....	....	2.0
Dutchess	....	....	1.0	....	....	....	....	....	....	....	....	....
Erie 1	....	....	....	1.0	....	....	....	....	....	....	....	1.0
Erie 2	....	....	2.0	1.0	1.0	....	....	....	....	....	....	1.5
Erie 4	....	....	1.0	2.0	....	....	....	....	....	....	....	2.5
Essex 1	....	....	2.0	....	....	....	....	....	....	....	....	2.7
Essex 2	....	....	1.0	....	....	....	....	....	....	....	....	2.0
Franklin 4	....	....	1.0	....	....	....	....	1.0	....	....	....	1.0
Fulton	....	....	2.0	....	....	....	....	....	....	....	....	2.0
Genesee	....	1.0	1.0	....	....	....	1.0	....	....	....	....	1.0
Greene 1	....	....	....	....	.1	....	....	....	....	....	....	....
Greene 2	....	....	1.0	....	....	....	....	....	....	....	....	1.0
Hamilton	....	....	1.0	....	....	....	....	....	....	....	....	.3
Herkimer 1-2	1.1	.5	1.5	....	....	1.0	....	....	....	.7	....	2.0
Jefferson 1	....	....	.6	....	....	....	....	....	....	....	....	.7
Jefferson 2	....	1.0	2.4	....	....	....	....	....	....	....	....	1.3
Jefferson 3	....	1.0	2.0	....	....	....	....	....	....	....	....	5.0
Lewis	....	1.0	3.0	....	....	....	....	....	....	....	....	2.7
Livingston 1	....	....	....	....	....	....	....	....	....	....	....	3.6
Livingston 2	....	....	2.0	....	....	....	....	....	....	....	....	3.0
Madison	....	....	1.0	....	....	....	1.0	....	....	....	....	2.0
Monroe 1	....	....	....	....	....	....	....	....	....	....	....	....
Monroe 2	....	....	....	....	....	....	....	....	....	....	....	....
Montgomery	....	....	1.0	....	....	....	....	....	....	....	....	3.0
Oneida 1	....	2.0	1.0	....	....	....	....	....	....	....	....	1.0
Oneida 3	....	1.0	3.0	1.0	....	....	....	....	....	....	....	1.0
Oneida 4	....	....	1.0	....	....	....	....	....	....	....	....	1.0
Onondaga 1	....	....	1.0	....	....	....	1.0	....	....	....	....	2.0
Onondaga 2	....	....	....	....	1.0	....	....	....	....	1.0	....	1.0
Ontario-Seneca 1	....	....	....	....	....	....	....	....	....	....	....	.5
Ontario 2	....	1.0	....	....	....	....	1.0	....	....	....	....	1.5
Orange 1	....	....	....	....	....	....	....	....	....	....	....	1.0
Orange 2	....	....	1.0	....	....	....	....	....	....	....	....	....
Orleans-Niagara	....	....	2.0	....	.5	....	1.0	1.0	....	....	....	3.0
Oswego 1	....	....	....	....	....	....	....	....	....	....	....	1.0
Otsego 1	1.0	....	2.7	....	.2	....	....	....	....	....	....	2.0
Otsego 2	....	1.0	1.0	....	....	....	....	....	....	....	....	1.6
Otsego 3	....	....	2.0	....	.3	....	....	....	....	....	....	1.5
Putnam	....	....	1.5	1.0	....	....	....	....	....	....	....	2.0
Rensselaer 3	.5	....	.7	....	....	....	....	....	....	....	....	1.7
St. Lawrence 1	....	....	1.0	....	....	....	....	....	....	....	....	2.0
St. Lawrence 2	....	....	.5	....	....	....	....	....	....	....	....	.5
St. Lawrence 3	....	....	.5	....	....	....	....	....	....	....	1.0	1.0
St. Lawrence 4	....	....	....	....	....	....	....	....	....	....	....	1.1
Saratoga 1	.5	....	....	....	....	....	....	....	....	....	....	1.5
Saratoga 2	1.0	.5	....	....	....	....	....	....	....	....	....	1.1
Schoharie 1	....	....	....	....	....	....	....	....	....	....	....	1.0
Schoharie 2	....	....	.5	....	....	....	....	....	....	....	....	.3
Steuben 1-2-3	....	1.0	6.5	....	....	....	1.0	....	....	....	....	3.0
Suffolk 1	....	....	6.3	....	....	....	....	....	....	1.0	....	2.2
Suffolk 2	....	....	6.9	.7	....	....	....	....	....	....	....	4.9
Suffolk 3	....	....	.8	2.0	....	....	....	....	....	....	....	....
Sullivan 2	....	....	....	....	....	....	....	....	....	....	....	2.0
Tioga	....	....	1.0	....	....	....	....	....	....	....	....	1.0
Tompkins-Seneca	....	....	3.0	....	....	....	....	....	....	....	....	2.0
Ulster 1-2-3	....	1.0	4.2	....	....	....	....	....	....	....	....	.6
Warren	....	....	4.0	....	....	....	....	....	....	....	....	1.5
Washington	.5	1.5	2.0	....	....	....	....	1.5	....	....	....	3.0
Wayne 1	....	1.0	....	....	....	....	....	....	....	....	....	.5
Wayne 2	....	....	....	....	....	....	1.0	....	....	....	....	1.8
Wayne 3	1.0	....	.5	....	.1	....	....	....	....	....	....	.5
Westchester 1	....	....	2.4	....	....	....	....	....	1.0	....	....	....
Westchester 2	....	....	4.4	....	....	....	....	....	....	....	....	5.3
Wyoming	....	.5	2.0	....	....	....	....	....	....	....	....	1.0
Yates	....	....	....	1.0	.1	....	....	....	....	....	....	2.0
Total 1959-60	7.1	25.0	119.7	11.1	4.5	1.0	7.0	6.5	1.0	4.7	1.0	130.4
Total 1958-59	5.6	17.5	113.1	9.5	....	....	....	....	....	9.4	....	135.7
Total 1957-58	7.6	15.0	100.5	4.6	....	....	....	....	....	....	....	131.15
Total 1956-57	2.5	11.2	87.3	6.4	....	....	....	....	....	....	....	109.15
Total 1955-56	2.0	10.0	59.2	3.0	....	....	....	....	....	....	....	83.2
Total 1954-55	2.0	7.0	54.1	3.0	....	....	....	....	....	....	....	71.0
Total 1953-54	2.0	4.0	41.8	1.25	....	....	....	....	....	....	....	55.3

RSITY OF THE STATE OF NEW YORK

ɔartment — Bureau of Rural Administrative Services

ED FOR 1959–60 BOARDS OF COOPERATIVE EDUCATIONAL SERVICES

Driver Education	Elementary Supervision	Foreign Language	Gifted	Guidance	Handicapped	Health Coordinator	Homemaking	Industrial Arts — Mechanical Drawing	Librarian	Math — Science Teacher	Medical	Music	Nurse	Phys. Education	Psychiatric and Psychological Services	Reading Specialist	Science Teacher or Supervisor	Social Worker	Speech Correction	Television	Vision Screening	Vocational	Visual Aids	Total
....	....	....	....	1.0	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1.0	....	....	....	....	2.00
1.5	....	....	....	1.9	1.5	....	....	1.5	1.0	....	....	2.0	2.0	1.5	.9	....	....	....	....	....	....	....	....	19.40
1.5	....	....	....	1.6	.5	....	....	1.5	....	....	....	.5	....	1.0	1.0	....	....	....	....	....	....	....	....	12.00
1.5	.5	....	....	1.0	....	1.0	....	....	....	....	....	1.0	1.5	....	4.0	2.0	....	....	3.0	....	....	....	1.0	19.00
3.5	2.0	....	....	4.0	....	....	....	2.0	1.0	....	....	1.0	1.0	1.0	3.0	1.0	....	....	3.0	....	....	....	....	30.00
2.0	....	....	....	1.0	4.0	....	....	....	1.0	....	....	4.0	1.0	.5	1.0	1.0	....	....	3.0	....	....	....	....	24.60
4.5	....	....	....	2.6	....	....	....	1.0	2.0	....	....	3.9	....	.5	3.0	2.5	....	....	5.0	....	....	....	....	34.00
1.0	.5	....	....	....	....	....	....	....	....	....	....	.6	....	....	1.4	2.0	....	....	2.0	....	....	....	1.0	13.00
....	.5	....	....	1.0	1.0	....	....	....	.5	....	....	1.0	2.0	1.0	.5	1.0	....	....	....	....	....	....	....	11.50
2.0	....	....	1.0	2.5	....	....	....	....	....	....	....	2.6	2.0	2.5	1.0	2.0	....	....	1.0	....	....	....	....	21.10
2.0	....	....	2.0	2.0	....	....	....	....	....	....	....	....	....	.5	2.0	3.0	....	....	1.0	....	....	....	....	14.50
3.0	2.0	....	2.0	2.0	1.0	....	1.0	1.0	3.0	....	....	2.5	1.0	2.0	1.9	....	....	....	1.0	....	....	....	....	32.40
1.0	....	....	....	1.0	1.0	....	....	....	....	....	....	.3	.2	....	1.0	1.0	1.0	....	.4	....	....	1.0	....	10.70
1.0	....	....	....	....	....	....	....	1.0	....	....	....	1.0	1.0	1.0	.8	1.0	....	....	....	....	....	....	....	9.80
1.0	....	....	1.0	2.0	5.0	....	....	....	....	....	....	1.0	1.0	1.0	....	....	....	....	2.0	2.0	....	....	....	20.00
.4	1.0	....	....	1.0	....	....	....	.6	1.0	....	....	....	1.0	....	....	....	....	....	....	....	....	....	....	8.00
1.0	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1.0	1.0	....	....	....	....	....	....	....	4.50
2.0	3.0	....	....	3.0	....	....	....	3.0	....	....	....	....	2.0	....	1.0	2.0	....	....	....	....	....	....	1.0	24.00
....	....	....	....	....	1.0	....	....	....	....	....	....	....	....	....	1.0	1.0	....	....	.4	....	....	....	....	4.40
....	....	....	....	....	1.0	....	....	....	....	....	....	....	....	....	3.0	.5	....	....	3.0	....	....	1.0	1.0	11.50
2.0	....	....	....	....	1.5	....	....	1.0	....	....	....	2.0	2.0	....	3.5	2.5	....	....	3.0	....	....	5.0	....	28.00
1.0	....	....	....	....	1.0	....	....	....	....	....	....	1.0	2.0	1.0	2.0	1.0	....	....	3.0	....	....	....	1.0	18.50
1.0	....	....	....	3.0	....	....	....	....	....	....	....	1.5	1.0	....	.1	1.0	....	....	....	....	....	....	....	12.30
2.0	....	....	....	2.0	....	....	....	....	....	....	....	1.5	....	1.0	....	2.0	....	....	....	....	....	....	....	11.50
1.0	1.0	....	....	1.0	....	....	....	....	1.0	....	....	....	....	....	....	1.0	....	....	....	....	....	....	....	8.00
2.0	2.0	....	....	3.0	....	....	1.0	1.0	1.0	....	....	2.0	2.0	2.0	1.0	....	....	....	1.0	....	....	....	....	22.00
2.0	....	....	....	1.0	....	....	1.0	1.0	1.0	....	....	3.0	1.0	....	1.5	....	....	....	4.0	....	....	....	....	19.50
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.10
3.0	2.0	....	....	1.0	....	....	1.0	....	1.0	....	....	1.0	1.0	....	....	2.0	....	....	....	....	....	....	....	14.00
....	1.0	....	....	1.0	....	....	....	....	....	....	....	1.0	1.0	1.0	....	....	....	....	....	....	....	....	....	6.30
1.7	1.2	....	1.0	2.0	....	....	....	.6	....	....	....	3.5	....	1.0	....	....	1.0	....	1.0	....	....	....	....	19.80
....	....	....	....	....	....	....	....	....	.6	....	....	....	....	....	.7	....	....	....	.6	....	....	....	....	3.20
1.0	....	1.0	....	1.0	3.0	....	....	....	.4	....	....	.4	....	....	.4	2.0	....	....	1.0	1.0	....	....	....	15.90
.6	....	....	....	1.0	....	....	....	1.4	....	1.0	....	2.0	....	2.0	2.0	1.0	1.0	....	....	....	....	....	....	20.00
2.0	2.0	....	....	3.5	5.0	....	....	1.0	1.7	....	1.0	3.6	2.0	2.0	2.0	1.0	....	....	2.4	....	....	....	1.0	36.90
3.0	....	....	....	....	....	....	....	....	.5	....	....	....	....	1.0	2.0	.5	....	....	1.0	....	....	....	....	11.60
2.0	....	....	....	....	....	....	1.0	1.0	....	....	....	2.0	1.0	....	2.0	....	....	....	2.0	....	....	....	....	16.00
2.0	....	....	1.0	1.0	....	....	....	....	....	....	....	2.0	....	1.0	2.0	....	....	....	2.0	....	....	1.0	....	16.00
....	....	....	....	....	3.0	....	....	....	1.0	....	....	....	....	....	9.0	7.0	....	....	5.0	....	....	....	1.0	26.00
1.0	1.0	....	....	....	6.0	....	....	....	....	....	....	....	....	....	6.5	5.0	....	....	5.0	....	....	....	....	24.50
1.0	....	....	....	2.0	....	....	....	....	1.0	....	....	1.0	1.5	1.0	1.0	3.0	2.0	....	....	....	....	....	....	17.50
1.8	1.0	....	1.0	2.0	8.0	....	....	.3	....	....	2.0	....	1.0	1.0	2.0	....	....	1.0	....	....	....	1.0	....	26.10
1.5	1.0	....	1.0	2.0	....	....	2.0	1.5	....	....	....	2.0	3.0	....	....	1.0	....	....	1.0	....	....	....	....	22.00
....	1.0	....	....	1.0	....	....	....	1.0	....	....	....	1.0	1.0	1.0	1.0	1.0	....	....	1.0	....	....	....	....	11.00
2.0	....	....	....	....	....	....	....	....	....	....	....	....	1.5	.5	1.0	....	....	....	....	....	....	....	....	9.00
1.0	....	....	....	....	2.0	....	....	....	....	....	....	....	....	....	2.3	....	....	....	2.0	....	....	....	....	10.30
.5	....	....	....	....	....	....	....	....	....	....	....	1.0	....	....	.5	....	....	....	....	....	....	....	....	2.50
3.0	....	....	....	.4	2.0	....	....	....	1.0	....	....	2.5	....	....	.5	2.8	....	....	.1	....	....	....	....	15.80
....	....	....	....	....	....	....	....	....	....	....	....	3.0	4.0	2.0	3.0	2.0	....	....	2.0	....	....	....	....	17.00
....	....	....	....	1.0	....	....	....	....	1.0	....	....	1.5	1.0	1.0	2.0	1.0	....	....	....	....	....	....	.5	10.00
1.0	....	....	....	....	....	....	....	....	2.0	....	....	4.0	....	1.0	2.0	2.6	....	....	2.3	....	....	2.0	1.0	25.40
2.0	1.3	....	....	1.0	3.0	....	....	....	....	....	....	3.0	....	....	1.0	....	....	....	....	....	....	....	....	12.30
1.0	2.0	1.0	....	2.0	....	....	....	.4	1.0	....	....	2.5	....	2.0	1.0	....	....	....	....	....	....	....	....	18.80
1.0	1.0	....	....	1.4	....	....	....	....	....	....	....	1.6	....	1.6	1.0	....	....	....	1.0	....	....	....	....	12.20
....	2.0	....	....	3.6	2.0	....	....	....	....	....	....	2.0	....	1.0	1.0	....	....	....	1.0	....	....	....	....	16.40
1.5	....	....	....	3.7	1.0	....	1.0	.4	....	....	....	1.2	.7	1.5	1.8	1.4	....	....	1.2	....	....	2.6	....	23.50
....	....	....	....	1.6	5.0	....	.8	.8	....	2.0	....	1.3	3.0	2.5	1.0	3.0	....	....	1.0	....	....	....	1.0	25.90
1.0	1.0	....	....	2.0	....	....	....	....	....	....	....	1.0	....	1.0	1.0	....	....	....	....	....	....	....	....	10.00
.5	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1.0	.5	....	....	1.0	....	....	....	....	4.00
2.0	....	....	....	....	....	....	....	....	....	....	....	....	1.0	1.0	1.0	....	....	....	1.0	....	....	....	....	8.50
3.0	....	....	....	1.0	....	....	....	....	....	....	....	.6	1.0	....	.5	1.5	....	....	....	....	....	....	....	8.70
....	.4	....	....	....	....	....	....	....	....	....	....	....	.3	....	.4	....	....	....	....	....	....	....	....	3.10
1.0	.6	....	....	....	....	....	....	.5	....	....	....	....	1.2	....	1.0	2.0	....	....	1.0	....	....	....	....	9.90
....	1.0	....	....	1.0	....	....	....	....	1.0	....	....	....	....	....	....	1.0	....	....	.8	....	....	....	....	5.80
....	....	....	....	....	....	....	....	....	....	....	....	.5	....	....	1.0	1.0	....	....	1.0	....	....	....	....	4.30
3.9	....	....	....	2.8	....	....	....	....	1.0	....	....	3.0	2.0	2.0	1.5	....	....	....	2.0	....	....	....	....	29.70
2.0	....	....	....	1.2	....	....	1.5	.5	2.0	....	....	9.3	1.3	5.2	1.0	3.0	....	....	.6	....	....	....	....	37.10
1.7	....	....	....	.2	2.5	....	1.5	1.5	3.1	....	....	13.3	8.1	9.6	9.1	5.8	....	....	6.9	....	.5	6.0	....	82.30
....	1.0	....	....	....	9.0	....	....	....	.6	....	....	.6	....	....	8.0	2.6	1.4	....	7.0	....	....	....	....	33.00
....	....	....	....	....	....	....	....	....	....	....	....	....	1.0	....	1.0	....	....	....	....	....	....	....	....	4.00
1.0	....	....	....	....	....	....	....	....	....	....	....	1.0	....	....	.6	1.0	....	....	....	....	....	....	....	5.60
2.0	1.5	....	....	....	1.0	....	....	....	1.0	....	....	1.5	1.5	....	3.0	1.3	....	....	1.0	....	....	....	....	18.80
1.0	1.0	....	....	1.0	....	1.0	1.0	....	4.0	....	....	3.6	2.6	2.0	3.5	5.0	....	....	2.0	....	....	....	....	33.50
.3	....	....	....	2.5	1.0	....	....	....	....	....	....	1.5	2.0	....	2.0	....	....	....	....	....	....	2.0	....	16.80
4.0	.5	....	....	2.0	....	....	....	1.5	....	....	....	2.0	....	....	3.8	4.0	1.0	....	3.4	....	....	....	....	30.70
1.0	....	....	....	....	....	....	....	....	....	....	....	....	....	....	2.0	.5	....	....	1.0	....	....	....	....	6.00
1.0	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1.0	....	....	....	....	....	....	....	4.80
2.0	....	....	....	....	.5	....	.5	....	2.0	....	....	....	....	....	2.0	2.0	....	....	1.0	....	....	4.0	.5	16.60
2.4	....	....	....	2.6	10.0	....	....	....	.5	....	....	2.4	....	.6	3.5	3.2	....	.4	3.8	....	....	3.0	....	35.80
2.6	....	1.0	....	3.2	15.0	....	4.7	3.5	2.7	....	....	10.4	4.8	4.9	11.7	8.4	2.0	....	6.8	....	....	6.0	2.0	99.40
1.0	....	....	....	1.0	2.0	....	2.0	2.0	3.5	....	....	3.7	2.0	2.0	2.0	5.5	1.0	....	3.5	....	....	....	1.0	35.70
2.0	1.0	....	....	1.0	2.0	....	....	....	....	....	....	....	....	.5	2.0	1.0	....	....	1.0	....	....	....	....	13.60
8.9	37.0	3.0	10.0	91.3	101.5	2.0	20.0	32.5	45.1	3.0	3.0	129.9	74.2	69.4	146.9	115.1	10.4	1.4	114.2	3.0	.5	34.6	13.0	1,489.90
3.8	41.05	....	....	79.1	139.45	....	18.7	29.4	37.8	....	....	124.6	67.3	66.75	123.6	104.35	7.3	....	93.55	....	....	24.5	11.3	1,386.80
3.1	43.7	....	....	76.7	90.2	....	16.9	25.5	23.4	....	....	96.7	57.5	46.75	97.65	78.9	....	....	86.0	....	....	36.0	....	1,171.81
8.9	32.4	....	....	63.05	92.3	....	15.8	16.6	16.0	....	....	80.05	56.3	51.9	81.65	50.1	....	....	51.9	....	....	14.0	....	945.25
5.1	22.0	....	....	39.2	18.0	....	9.8	12.6	3.3	....	....	60.8	42.1	37.3	38.6	24.7	....	....	22.2	....	....	....	....	549.00
2.8	21.0	....	....	35.3	2.0	....	6.6	13.6	5.9	....	....	55.5	34.9	35.8	35.5	20.6	....	....	18.0	....	....	....	....	474.90
8.5	12.0	....	....	25.2	4.8	....	6.0	11.3	3.0	....	....	48.9	33.7	33.0	19.4	27.0	....	....	....	....	....	....	....	361.10

WHAT SHARED SERVICES CAN DO FOR YOUR SCHOOL

Up-and-doing Boards of Cooperative Educational Services have a five-fold job to do:

- Uncover needs for new and expanded educational and unrelated services
- Make available certified personnel that small school districts can hire on a part-time arrangement to give pupils new services
- Make available certified personnel that school districts can hire on a part-time arrangement to augment existing services for which additional full-time personnel cannot be justified
- Enlist specialists to provide needed supervisory and consultative services
- Encourage and organize active programs of educational research among the schools in their areas

Each of these five bears upon the others. Each is a constant; each requires continuing evaluation and direction according to changing conditions it is called upon to meet, the circumstances under which it and its concomitants operate, and changing pupil and community need.

So how do Coop Boards go about doing their job? You can find the beginnings of the answer to that question right in your own school. Try these questions about your own school "for size." You will think of more.

Do You Need To

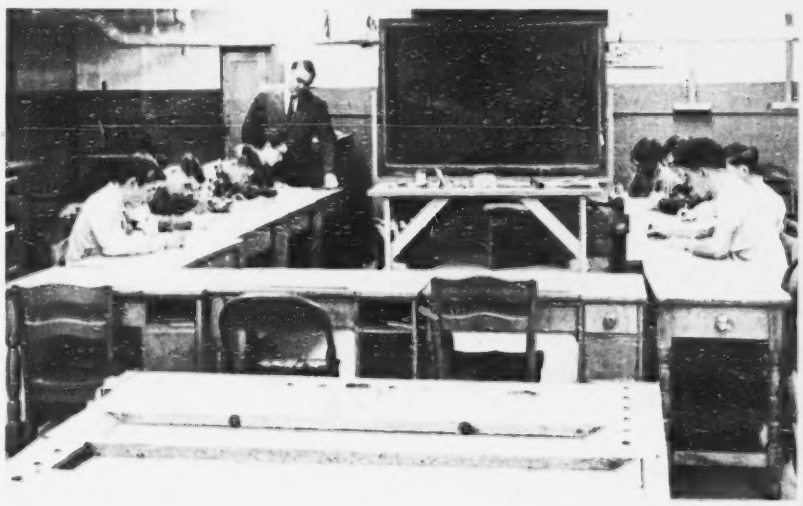
Provide a well-rounded art program that will give pupils opportunity to prepare for careers in commercial art, help them develop taste in dress, design, and decoration; stimulate interest in art and crafts as hobbies and in home-making; correlate art with other aspects of the school program?

Help pupils build habits of cooperative, responsible behavior as drivers and pedestrians who know, understand, and apply the traffic laws of the state and community; help them recognize their own capabilities and limitations as well as those of others; give them actual practice under proper conditions in the skills essential to safe driving?

Step up the number and variety of courses in foreign languages offered in your school, so that pupils can benefit not only from increased offerings but also from improved and new techniques of foreign language learning?

Make similar moves to bolster provisions in your school for courses in Agriculture, Business Education, Industrial

Trained school librarians, serving two or more small schools, can be obtained through Coop Board arrangements.



This "Ag" shop is used by pupils in this school and by pupils from another school who "commute" to class in a school station wagon.

Arts, Vocational Arts, Trigonometry, Advanced Algebra, Chemistry, Physics

. . . just name the course
. . . Shared Services can probably provide the teacher . . .

Can You Use on a Part-Time Schedule

A trained school librarian to organize and develop adequate library facilities and services for your teachers and pupils?

An attendance supervisor to check: daily by phone to investigate reasons for extended absences, prepare reports of various kinds, contact parents and physicians, maintain individual attendance records, conduct the school census and participate in pre-school registration of pupils?

An audiometer technician who can test pupils to determine which ones may have hearing defects and recommend further examination by hearing clinics or family physicians, and carry on follow-up testing?

A dental hygienist to: examine teeth of pupils of all ages, determine needs for treatment, perform dental prophylaxes, instruct groups and individuals in care of teeth, keep parents informed of dental needs of their children, assist teachers in promoting among pupils information concerning good dental health, maintain records that will guide appropriate dental examination and recommendations for care and treatment of defects?

A nurse who can: conduct health inspections, notify parents of symptoms of illness and evidence of physical defects, provide follow-up service of a post-treatment kind in consultation with parents and family physicians, provide special supervision of pupils with serious health and physical problems, refer special cases to family physicians and clinics, cooperate with public health officials in control of communicable diseases, teach health education to groups and individuals, maintain appropriate records to guide health programs of pupils?

A guidance counselor who can: through standardized testing programs determine aptitudes and interests and abilities of pupils, maintain individual records of pupil development, provide educational and vocational information, offer to pupils and parents and teachers consultative services, enlist the services of psychologists and psychiatrists according to demonstrated need?

A teacher specially trained in helping other teachers to: improve pupils' reading skills, diagnose and treat reading difficulties of individual pupils, provide periodic testing of reading speed and comprehension?

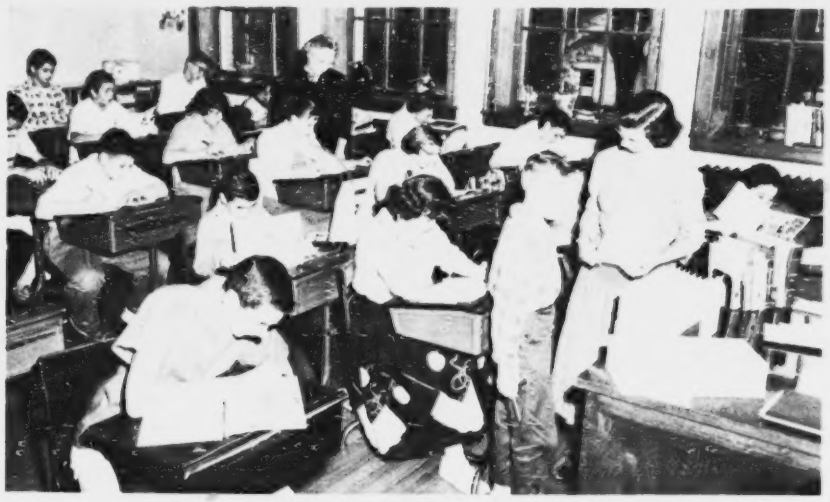
. . . just identify the kind of service you need
. . . Shared Services can probably give it to you . . .

What Is Being Done For Highly Talented Pupils?

Few small schools have enough highly talented pupils to warrant special classes for them— so such girls and boys often are "under-achievers" who surpass their classmates with a minimum of effort. Special "seminars" in selected subject-matter areas such as foreign languages, the sciences, advanced mathematics, the social sciences, humanities, the arts, can challenge the interests and abilities of such boys and girls. Seminars can be conducted by faculty members at a nearby college or university on a regularly scheduled basis (an illustration is the Saturday seminar program conducted at the State University College of Education at Oneonta, New York) or by selected teachers in nearby schools. Here again . . . a Shared Service can be developed to meet this kind of need.

So, if your answer is "Yes" to any of the above questions see what your Board of Cooperative Educational Services can provide for the boys and girls in your community. And take another look at page 10 where over 35 Shared Services approved for this year by the State Education Department are listed. Are there some you want in your school?

Expensive equipment gets double the use in this Industrial Arts shop because pupils from another school use it, too.



A "Shared" reading specialist joins pupils and their teacher in this class for part of the day.

HELPS AND HINTS CONCERNING SHARED SERVICES

Some Ground Rules for Local Boards and Administrators. Boards of Cooperative Educational Services are designed to provide educational service where it is *wanted*. They cannot take over the functions of local boards of education, local school administrators, and teachers. So local boards of education and administrators of local school districts should:

- Recognize that Coop Boards are sensitive to the discretionary powers of local boards
- Make clear to local laymen that local boards do not delegate their own responsibilities — fiscal and educational — in arrangements with Coop Boards
- Expect Coop Boards to compute State Aid allocations on a completely objective basis that lends itself to ready verification by local school district officials
- Utilize Coop Board services and personnel, and the forthcoming State Aid funds, to support long-range programs of growth in local educational services, rather than to provide bits and pieces according to what seems expedient
- Recognize that the State Education Department and Coop Boards working in concert with local school districts help local school administrators and teachers to accelerate the rate of needed change in local school programs

Developing a Program for Growth. When weighing choices and priorities at the local level for desired Shared Services, use perspective and considered judgment as to probable needs as well as to current demands. To do this effectively, look well at what may be taking shape in nearby school districts.

In the same supervisory district, for instance, guidance services in some local school districts are provided by full-time counselors; in others, counselors operate on a Shared Services basis through the district Coop Board. Would the services of a director of guidance for the entire supervisory district therefore be desirable? If so, what and how much intermediate guidance service should you plan for your local school district? Similarly, as demands take shape for more of the services of dental hygienists, nurses, psychologists, psychiatrists, and other relatively narrowly channeled specialists, is there likely to be need for a director of pupil-personnel services who can coordinate their programs toward more efficient operation at consequent lowered per-pupil cost.

In the same general pattern of over-all growth, consider local school district supervisory and administrative conditions. Is the supervising principal's time, for example, so preempted by administrative duties that there is need for a curriculum supervisor in the elementary school and for a guidance counselor at the secondary level? If so, would their services be needed on a full-time or on a part-time basis?

Such questions as these clearly relate to the present staff's potential for meeting new conditions that are likely to arise as well as to the anticipated duration of need for emerging services and their extent. So local school boards and administrators should consider whether best results will derive from employing specialized personnel on a Shared Services basis or by hiring, full-time, one or more people who can supply general supervisory services.

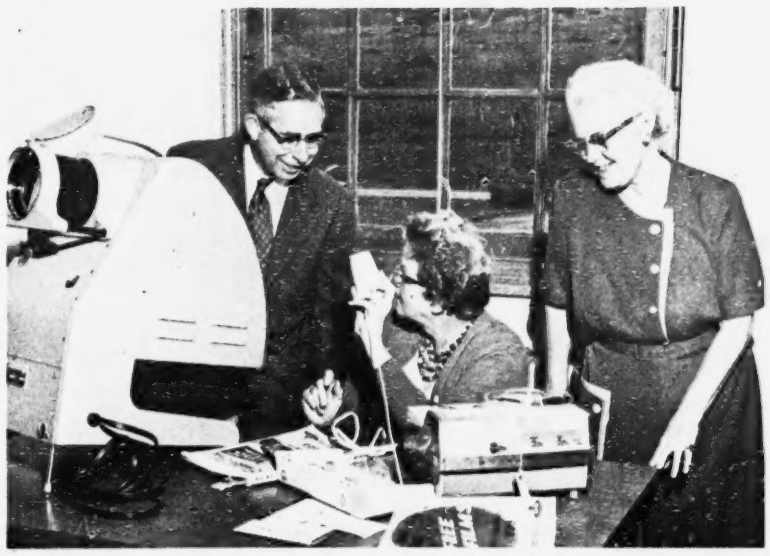
Making Full Use of Available Personnel. Opinions and recommendations from school nurses carry weight with pupils and parents. So school nurses may double as attendance supervisors. In most instances of absence, family situations and health are responsible. Cases of repeated absence may be referred to the school principal. School nurses are likewise competent to administer audiometer tests and may refer doubtful cases to family physicians or clinics. Similarly, guidance counselors may double up by serving as adult education directors in small school situations. Keep in mind, too, that a Shared Service may well blossom into a full-time one as its worth becomes demonstrated by use.

Set Up Functional Schedules. Circuit teachers of art, music, and physical education operate more effectively when scheduled for one full day rather than two half-days. Circuit teachers of foreign languages, however, can operate effectively when scheduled a part of each day in each school so served. Driver education classes can be conducted effectively when scheduled one-half day each week for a term. Dental hygienists's examinations are best scheduled over a block of consecutive days. So is audiometer testing. An audio-visual specialist can serve teacher-education needs by a series of widely-spaced sessions.

Taking Part in "Cabinet" Meetings. Inter-school district cooperation and coordination are essential to the working of a program of Shared Services. District superintendents find regular sessions of participating principals to be a "must" in shaping and carrying out supervisory district Shared Services policies for Coop Boards to activate. Participation in such sessions by Shared Services personnel often contributes to operational improvements (For example, to avoid misunderstanding among local teachers, it is sometimes best to pay Shared Service personnel salaries and their travel expenses with separate checks). Moreover, participating principals find that meetings of shared personnel in their own schools are helpful, as do district superintendents who join these localized meetings. Another type of professional meeting that proves effective involves local full-time teachers and circuit teachers who have a common concern. Social gatherings enlisting Coop Board members, shared personnel, and local staff members are effective.

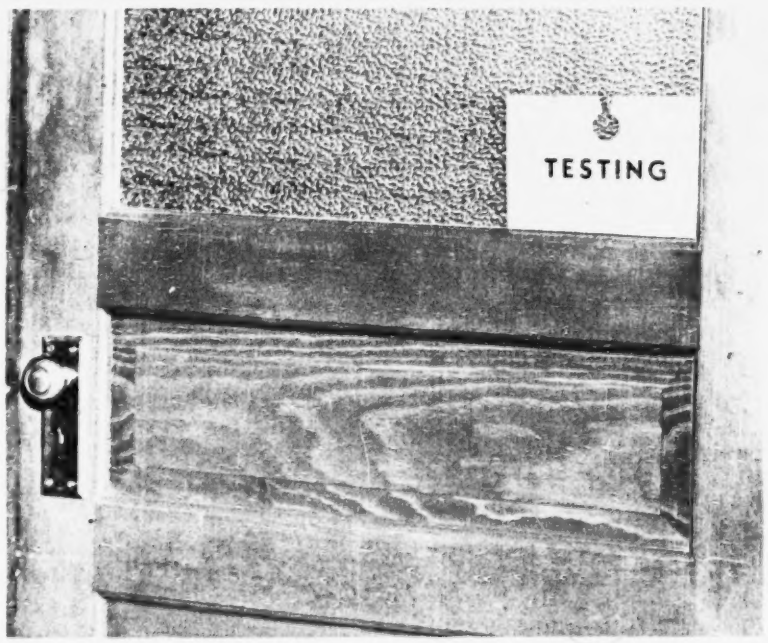
Lend a Helping Hand to Shared Personnel. Administrators of local schools have a special and somewhat different responsibility toward staff personnel shared with other schools. So local administrators help circuit teachers and other specialists who serve their schools part-time by:

- Orienting them early to local school policies and practices
- Keeping them up-to-date regarding school and community events and activities
- Working out with them assignments of responsibilities mutually effective for the school and Shared Services personnel
- Having them participate in faculty meetings and other school functions with the same status accorded full-time staff members
- Keeping full-time staff members, pupils, parents, and key laymen in the community posted as to the services and schedules of shared personnel

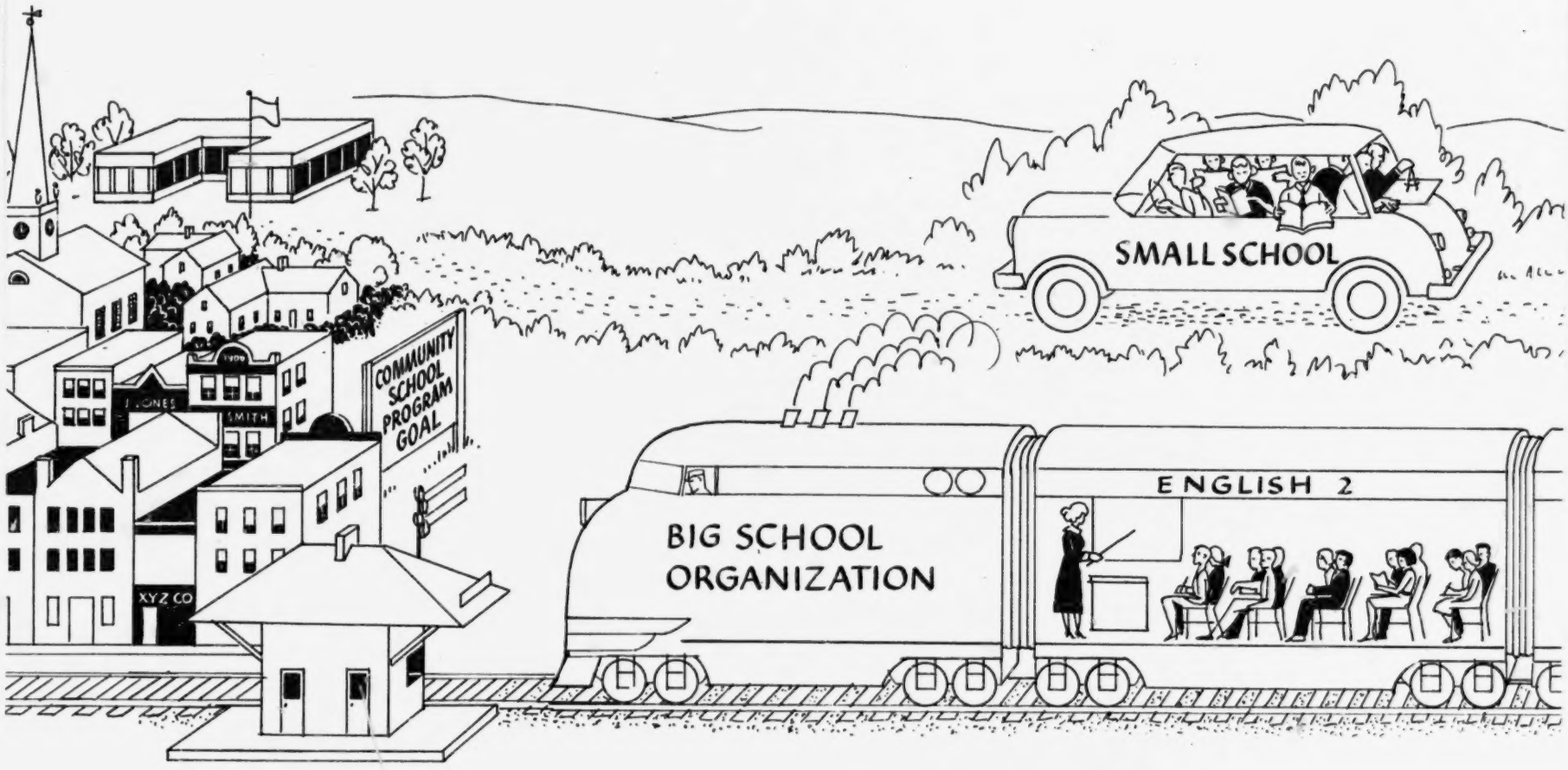


This audio-visual specialist serves the teachers in two schools. She gets the materials they need and schedules equipment for them to use.

This physical education teacher provides a program for girls in two schools.



Many "standard" diagnostic tests now available are best administered by guidance counselors and other specialists.

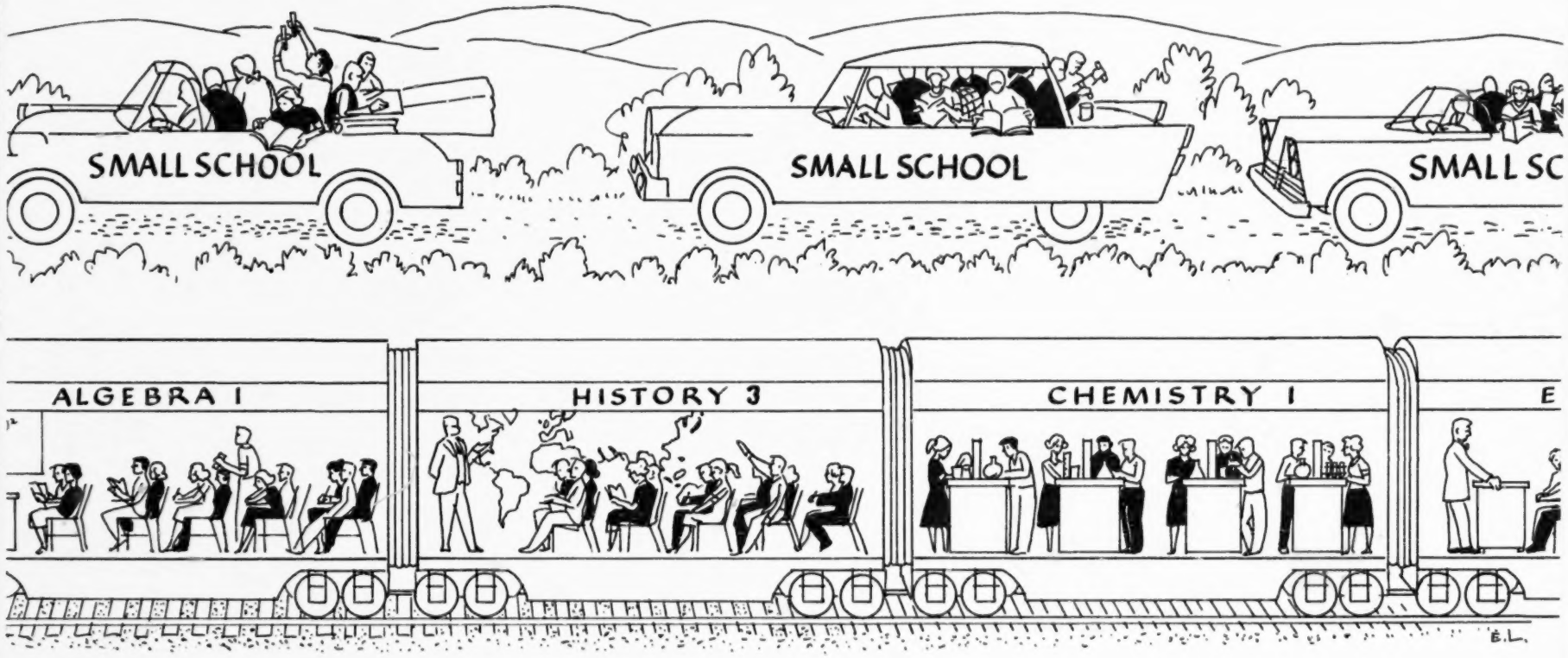


CHARACTERISTICS OF THE SMALL SCHOOL

A big school, like a railroad train, is designed on the principle of specialization. The train is a series of specialized units — locomotive, baggage car, express car, day coaches, diner, parlor car, sleeping car — loosely coupled together. It's the best design so far discovered to transport several hundreds of people at one time from one large city to another. A big school is a series of specialized units, too. The elementary pupils are segregated by age; the secondary pupils are segregated according to specialized subjects taught in classes of 20 to 40 students. There all pupils study the same subject under the same teacher at the same time. The large school is built, with this specialization in mind, as a series of specialized units. Teachers are trained and certified according to this same principle of standardized "subjects" taught.

Adherence to this principle of teaching specialization leads some educators to advocate high schools of no fewer than 1,000 students as being necessary for efficient operation. This may be true so long as the principle of specialization determines the design of the school.

Small school design, however, can no more be patterned on large school design than an automobile can be pat-



terned on train design. But small schools can be designed to serve educational needs just as the automobile serves the needs of transportation of small groups far better than a branch-line train.

The small school should be as utilitarian as the automobile. The small school, like the automobile, should be designed as a self-contained unit. It should not be designed as a series of specialized units, as is the railroad train. Like the automobile, the small school should be designed to serve the varied needs and interests of small groups of students. This means there is need for a new design of small schools, a design that will replace the rigidity of the specialized big-school pattern with a more flexible pattern. This design rests on several related characteristics.

1. The Small School Serves Small Groups. Automobiles and trains are built of the same materials, operate on similar scientific principles, are fast, dependable, economical when used for the purposes for which they are designed. Four or five people in an automobile can reach their destination as speedily and more economically than four or five in an otherwise empty railroad car. So it should be with small schools. They should be designed to serve small numbers of students in units of one, two, three, eight or a dozen. These students don't need specialized classrooms and rigid schedules.

2. Human Relations Are Basic. In small schools students, teachers, administrators and parents know one another. This face-to-face relationship, in school and out, is the fabric that makes the small school unique. In large schools this personal relationship is lacking. In the small school a new administrator, teacher, or student may change the nature of the school. This circumstance requires a kind of organization or design that differs from that of the large, impersonal school. Small schools can capitalize on this distinctive, inherent characteristic.

3. Organization and Operation Are Articulated. The small school is a closely knit institution including all ages, abilities, and varieties of educational need integrated into one operation. It has one student body (kindergarten to high school senior), one faculty, one administrator, and a continuous curriculum, all in one building. Teachers, guidance counselors, nurses, and special services provide for both elementary and high school grades. Pupils and

Twenty-two of the Schools participating in the Catskill Area Project in Small School Design get psychological services on a Shared basis.

faculty have much in common through sharing a mutual community life. The problem of the small school is not to "break down" a large impersonal population into smaller units for effective learning, but to use the advantages of close articulation in expanding the variety and scope of the educational program.

4. Operation Must Be Flexible. The automobile is more maneuverable and more responsive to the desires of passengers than the train. It can start and stop, go fast or slow, and detour or even change direction at the will of the passengers and as needs arise during the trip. The large school meets student needs through a wide variety of organized classroom units. The small school does so through individual and small group learning where the route is planned by students and teachers, where pupils proceed largely on their own initiative and responsibility, but with the advice and guidance of the teacher constantly available.

5. Personnel Must Be Versatile. The small school requires versatile staff members, competent in more than one subject field, who are able and who enjoy working with students as they explore together new fields of knowledge. Versatility rather than specialization in subject matter, ability to use other resources than the teacher's memory, and to use other means of communication than the teacher's voice in creating an effective learning situation are the hallmarks of effective personnel.

6. Facilities Must Serve Multiple Purposes. The small school has the same small body of pupils using its space for the wide variety of purposes needed to serve their varied wants. If the building is planned as a series of specialized rooms, loosely coupled together like a railroad train, each space will be vacant much of the time. Hence, in laying out a small school building, space must be provided for multipurpose use, since the traditional classroom does not serve.

7. Pupils Participate in Policy and Planning. The passengers in an automobile determine the route, time, speed, and length of the trip. Similarly, students and teachers in a small school inevitably have a part in school policy and program-planning, as well as classroom work, without any conscious, organized effort to include the pupils.

8. The School Is an Integral Part of the Community. The small school is not so large and complex that it becomes a self-contained unit governed by an overall, district-wide administration somewhat detached from the community. The small school is both in structure and daily operation part of the community's life. What goes on in the school often has direct bearing on community life, and at the same time, upon community attitudes or actions that may have more to do with the success of a course than efforts of the teacher. A problem of the small school is to develop more effectively the existing school-community relationships rather than to change them into more impersonal avenues of communication.

These eight characteristics of the small school are inherent. The 27 schools now participating in the Catskill Area Project in Small School Design are using them as they develop ways of achieving more effective small school design. They are applying theory and practice simultaneously in a number of areas because they know that theory and practice develop together. A practice that does not fit the pattern of a large school may be exactly what the small school needs, just as a steering wheel does not belong on a train but is essential to automobile travel.

The Cooperative Board provides means for these 12 high-school pupils from four schools to attend the series of seminars in the humanities, science, and mathematics conducted for talented high school students by faculty members of the State University College of Education.

CATSKILL AREA PROJECT IN SMALL SCHOOL DESIGN

Project Participants By Study Groups

Multiple Classes. Eugene Adamz, C. William Bailey, Miriam Brown, Vincent Ciliberti, Florence Coons, Daniel Donohue, Andrew Dresser, Jane Fitch, Ann Hall, Regis Hammond, Malcolm Hartwell, Martha Jacobsen, Muriel Kellerhouse, Frank King, Margaret Law, Helen McDivitt, Thomas Matalavage, Julia Morey, Dan Morse, Leland Parks, John Powers, George Redden, Ellen Russ, Mary Scott, Geraldine Simmons, Ruth Simonson, Laverne H. Thomas, Marion Tubbs, Alton White, Leonard Whitelonis, June Cole Wood, Alfred Zoth.

Supervised Correspondence Study. Leslie C. Graves, Marion Hoagland, Grace Mojzis, Nunziata Magistro, Robert P. Penrose, Philip K. Putman, John Stebbins, Frederick West.

Technological Communications (Physics and Chemistry Films). Richard Bates, Alonzo DuMont, Robert Givens, Donald Gould, Arthur Hartman, Lloyd Johns, Larry Miller, Richard Nostrant, Lucy P. Romig, Walter Sekowski, William Sumner, Margaret Turnbull, William C. Wheeler.

School Aides. Georgianna Bouchoux, Norma Boyd, Dorothy Brooks, Madeline Callahan, Evelyn Clark, Margaret Conant, Catherine Crosby, R. R. DeGelleke, Arthur Doig, R. C. Dorrance, Jean H. Dreyfus, Evelyn Ellis, Ellen Francher, Lillian Fucci, Edna Gavette, Winifred Goodale, Leslie Graves, Donald Haight, Irene Hillis, Arlene Hood, Lloyd Johns, Hazel Johnson, Shirley Kellerhouse, Joan Lane, Virginia Lape, Olga Leslie, Mary Locy, Helen Nielson, Edward S. Onody, Katherine Peck, Margaret Rowe, Warren Ryther, Harold Skinner, Heamen Stevens, Ashley Strong, Edwin Tillapaugh, Beatrice Tischmacker, Ruth Turner, Paul Walo, Theda R. Wheeler, Elizabeth Wilkinson, Margaret Williams, Marion Wilson.

Flexible Scheduling. James Brayden, James Brophy, Stanley R. Church, Peter Colletta, Warren D'Apprix, Howard Gibbs, Carl W. Lind, Ivan H. Miller, John Olive, Warren Ryther, John A Stone, Lewis White, Robert Williams.

Shared Services. Edward A. Burke, Charles T. Button, M. C. Carpenter, Benjamin Cizek, Ralph R. DeGelleke, Roderick C. Dorrance, Hicks Dow, Amenzo W. Merrill, Elton F. S. Shaver, C. Dean Sinclair, Gilson Slater, John E. Sliter, Addison Smith, Earle Smith, Jr., Nathan Southworth, Edwin R. Tillapaugh, Harold C. Tyson, Eugene H. Wieand, John E. Wilcox, Ernest M. Youmans, J. Stanley Young.

Through Coop Board arrangements, small schools share the services of registered nurses.

Cooperating School Districts

Central Schools	*Principals*	*Board Presidents*
Abraham Kellogg (Treadwell)	Paul Walo	Alton Cole
Andes	Lloyd Johns	Fred Temming
Andrew S. Draper (Schenevus)	Vincent Ciliberti	George Goodrich
Charlotte Valley (Davenport)	Donald C. Haight	Thomas McMullen
Cherry Valley	C. Deane Sinclair	Harold G. Hayes
Delhi	Ralph R. DeGelleke	Eugene Vandenbord
Downsville	Edwin R. Tillapaugh	Alton Neff
Edmeston	Leslie C. Graves	Leo W. Bull
Fleischmanns (Union Free School District No. 21 Middletown)	Walter Sekowski	Howell Birdsall
Franklin	Cecil S. Fowlston	Mars S. Hillis
Gilbertsville	Addison E. Smith	Raymond Seaman
Grand Gorge	John E. Sliter	William Lowell
Hancock	Edward S. Onody	Gerard Gilleran
Laurens	Heaman H. Stevens	Chris J. Anderson
Margaretville	Elton F. S. Shaver	Everett Herrick
Milford	Stanley R. Church	Leon Pedersen
Morris	Warren B. Ryther, Jr.	Leroy Poling
New Berlin	Hicks Dow	Earl Genng
Otego	Harold Skinner	Elmer Daois
Richfield Springs	Benjamin Cizek	Frank Patterson
Roxbury	Roderick Dorrance	John C. Sweatman
South Kortright	Edward A. Burke	George Many
South Otselic	J. Stanley Young	Clifton Bowers
Springfield	Earle A. Smith	Harland Smith
Stamford	Paul F. Waterman	Erich Thiele
Unadilla	Gilson N. Slater	Clarence E. Russell
Worcester	Arthur B. Doig	Joseph Bobnick

Supervisory Districts

Number	*County*	*District Superintendent*
3	Delaware	Melvin C. Carpenter, South Kortright
1	Delaware	Amenzo M. Merrill, Treadwell
1	Otsego	Nathan C. Southworth, Richfield Springs
2	Otsego	Harold C. Tyson, Unadilla
3	Otsego	John E. Wilcox, Worcester
2	Delaware	H. Eugene Wieand, Walton
1	Chenango	Ernest G. Youmans, Sherburne

Shared Services programs planned by Boards of Cooperative Educational Services enable small schools in rural areas to offer pupils a wide variety of services and programs.

Executive Committee

Edward A. Burke, Supervising Principal, South Kortright
Melvin C. Carpenter, District Superintendent, South Kortright
Stanley R. Church, Supervising Principal, Milford, Vice-Chairman
Frank W. Cyr, Professor of Education, Teachers College, Columbia University, Executive Secretary
Noble J. Gividen, Coordinator
Leslie Graves, Supervising Principal, Edmeston
Royal F. Netzer, President, State University College of Education at Oneonta
Elton F. S. Shaver, Supervising Principal, Margaretville
Harold E. Simmons, Liaison Officer, State University College of Education at Oneonta
Edwin R. Tillapaugh, Supervising Principal, Downsville, Chairman

Staff

Hall Bartlett, Supervisor, Materials Development
†James Burling, Able & Ambitious, Mathematics
†Richard Clark, Associate, School Aides
*Frank W. Cyr, Executive Secretary
†Vladimer deLissovoy, Associate, Russian
†William B. Fink, Able & Ambitious, Social Studies
Noble J. Gividen, Coordinator
†Laurence Goodrich, Able & Ambitious, Humanities
*Evelyn Hodgdon, Associate, Multiple Classes
†Julia M. Morey, Associate, Teacher Education
†Stanley G. Morgan, Fiscal Officer
†Robert Porter, Associate, Able & Ambitious
†Carroll Rusch, Associate, Mathematics
†Reuben Rusch, Associate, Research
*Harold E. Simmons, Liaison Officer
Marcia Tripodi, Office Secretary
†Emery Will, Able & Ambitious, Science
*Charles Wright, Associate, Communications

* Half-time
† Part-time

Cooperating Agencies

Fund for the Advancement of Education
Clarence H. Faust, President

State University College of Education
at Oneonta, New York
Royal F. Netzer, President

The Research Foundation
State University of New York
Mort Grant, Executive Secretary

SHARING EDUCATIONAL SERVICES is the third in a series of illustrated publications produced by the Catskill Area Project in Small School Design. The first brochure describes in 24 pages the over-all program; the second, SCHOOL AIDES AT WORK, contains 24 pages. These three brochures may be obtained by addressing the Catskill Area Project in Small School Design, 215 Home Economics Building, State University College of Education, Oneonta, New York. Single copies 50 cents. In quantity on the same order to the same address: 5 to 10 copies, 45 cents a copy; 11 to 25 copies, 40 cents a copy; 26 to 50 copies, 35 cents a copy; 51 or more copies, 25 cents a copy.

CATSKILL AREA PROJECT IN SMALL SCHOOL DESIGN